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the communicants, who attend and support the Church in the United States, is estimated at 1,000,000. Of the Clergy of the Church of England in the American Provinces and Islands, there are 412, of whom 6 are bishops. Of the Clergy in England and Wales, there are 18,000. The number in Ireland, Scotland and the East is not known; but it may safely be put down at 5000, so that the whole number of Clergy, of the Protestant Episcopal Church in the World is about 25,000.

BOSTON RECORDER.

FRIDAY, FEBRUARY 26, 1841.

ENDOWMENT OF LITERARY INSTITUTIONS.

It is well known, that most, if not all, our professional and literary institutions, are very inadequately endowed. As a general thing their resources are meager, and some of the higher seminaries are urging their claims before the public, not so much for ample endowments, as for the means of a precarious subsistence. A few months since, a college in a neighboring State was almost on the point of dissolution, for want of a few thousand dollars. The president actually left his station on this account. Another is languishing for want of money, unable to secure a sufficient number of instructors, or to support those whom it already has. A third needs 100,000 dollars in order to pay its debts, erect a competent number of buildings, enlarge its library, etc. A fourth is obliged to proceed in the most economical manner, denying itself many privileges, and keeping its teachers on the lowest allowance. If a sum of money is to be raised, the instructors must begin the subscription, when, perhaps they should not be called upon for a cent; for they have lived, or have attempted to live, it may be, on an insufficient salary.

We said above, that *nearly all* our institutions are poorly endowed. We might, perhaps, state the proposition without limitation. Harvard University is commonly spoken of as exorbitantly rich, as suffering from a plethora of resources. It is doubtless true that she is rich in comparison with most other American seminaries. But placed by the side of a multitude of Universities in Europe, Harvard is poor, and hardly deserves the name of an university. In all her libraries, she makes out 50, or 60,000 volumes, and this after an existence of more than 200 years, in the near vicinity of a rich metropolis, which likes well enough to be termed the Athens of the West. The university of Berlin in Prussia was founded in 1810. It has now a library of two hundred and fifty thousand volumes, besides a rich collection of MSS. The annual addition of books at some of the European libraries would make a very large college library in the United States. Harvard, it is true, has a number of buildings, good and bad, and professorships, some of them well endowed. But we have never understood that her disposable means are great. If they had been, surely her library would have been larger than it is now. We do not learn that her resources for the maintenance of indigent students are very ample. It is too often forgotten that a college needs no considerable contingent fund. She must keep up with the progress of science and literature. She must provide herself with apparatus and various facilities for concentrating and communicating knowledge, which cannot be foreseen when an institution is founded, or procured a number of years beforehand. An institution may be rich in 1800; and in 1840, without any mismanagement on her own part, may be poor. The surrounding world has anticipated her. She is fixed to her moorings, because she has not the means to spread her sails, or hands enough to weigh her anchor. We make these remarks without having any connection with Cambridge college, and without regard to the religious principles which are supposed to be taught there. We speak of it merely as a literary institution, in which all the people of Massachusetts are interested. We do not understand, why it should be regarded excessively rich, considering its age, its affluent neighborhood, and, especially, the fact that most of its resources are in the shape of permanent foundations or buildings which yield nothing, directly, for the general purposes of the college, or which enable it to make constant advances.

The same observations are applicable, substantially, to the Theological Seminary at Andover. This institution is commonly spoken of as sufficiently endowed. It would be difficult perhaps to convince many persons, that it will ever require an additional sum of money for any purpose. It has had indeed, the kind Providence of God, noble benefactors. One of them has just gone down to the grave, in a good old age, honored and lamented as the benefactor of his race. Still the Seminary was founded and endowed many years ago, and partly, in reference to the state of theological learning and of theological institutions near the commencement of the present century. Other institutions have come into existence, and are very laudably making strenuous exertions to give the widest practicable extension to their means of influence. If an institution remains stationary, or makes but feeble progress, its movement is, in fact, retrograde. Kindred establishments, with more of the vigor and buoyancy of youth, will assume that place in public estimation, which the earlier institution once enjoyed. We might advert to the library at Andover. In some respects, it is the most valuable theological library in the country; but how long it will remain so, we do not know. In some departments it is now quite deficient. Indeed all the theological libraries in the United States combined would make but a sorry figure beside some one which has been gathered by a poor German duke, or some principality similar to that of Connecticut. What theological Seminary in the United States possesses a complete collection of books and important pamphlets in American theological literature? A late writer bitterly complains, that some of the standard works on Congregationalism are not to be found in the library of the oldest Seminary in New-England. The same thing is true in respect to English theological books. A writer in an *Electric Review* gives a considerable list of those whom he terms standard divines, that are not to be found in our libraries. Deficiencies might, also, be pointed out in respect to adequate funds for the maintenance of indigent students, and for the erection of buildings, and foundations for various purposes, but our limits will not permit us to go into detail. Small institutions may accomplish valuable purposes. The New-England colleges and seminaries have won a good reputation throughout the country. But they cannot live long on this reputation. They cannot flourish on the narrow basis of original endowments. It is, in every sense, poor policy to allow them to struggle with an uncertain hold upon life, or pressed down by various incumbrances. They will always repay a community for a generous patronage.

Here it may be worth while to inquire, what are the principal causes why they have not been furnished with more liberal resources? It has not been altogether owing, I, to the indigence of the people of New England. Surely a state whose property amounts to four hundred millions of dol-

lars could beset a few hundred thousand who half a dozen literary and professional seminaries. A city, which boasts almost 100,000,000 millions, might endow, with perfect ease, every College in N. England. It has not been for the want of pecuniary means that the State of Connecticut has withheld her bounty from Yale College. It would, unquestionably, have been for the benefit of her common schools, if the interest of the School Fund had been appropriated, for a few years, to the support of a college, which educates her school teachers, and supplies that class of cultivated mind, without which primary schools could not long flourish. We are far too apt to attribute the low state of science and literature among us to our poverty. We make our pretended indigence an excuse for our avarice.

Compared with some of the small States on the continent of Europe, which are bountiful patrons of literature, we are in affluent circumstances. Compared with the noble minded settlers of Massachusetts Bay in 1635, we are rich. Out of their deep poverty the riches of their liberality abounded towards their darling college. In proportion to our means, we made no approach to them in deeds of benefice.

2. One cause of the poverty of these institutions, has been, in some cases, the nature of the gifts which have been bestowed. The State endowment has consisted, especially in respect to the academics in wild lands, inaccessible for a long time after the grant, ambiguous in title possibly, or uncertain in location, or the prey of every outlawed predator. Before these lands can be of much value, the college and academy must comfort themselves with hopes deferred. In other cases subscriptions have been made for the benefit of the college, on such conditions, and in so small sums, that it was impossible to collect them; and thus, while the institution has been ostensibly aided, it has been really defrauded.

3. The great number of colleges is another cause of their inadequate endowment. The population of the six New England States is about twenty-two hundred thousand, which amount nearly to the number of inhabitants in Scotland, in 1831. Scotland has 5 colleges, or including the new institution at Dumfries, 6. New England 12. Eight would be, in our opinion, as many as the wants of New England really require. This would give to the two largest States, two colleges each, and one each to the four other States. Small colleges, it is true, have some advantages over the larger. But the disadvantages greatly preponderate. According to the present standard of liberality, it will be a long time, we fear, before the twelve New England Colleges will receive any thing like an adequate patronage. The twelve college libraries united would hardly make more than one respectable library. Then, at several of the institutions, the philosophical and chemical apparatus is very far from being complete. An observatory is not possessed by more than one of them, and that was not created by college funds.

We do not suppose, however, that the present arrangement can now be altered. We must make the best of the mistake which was committed at the foundation of some of these seminaries. They must struggle on, and bear the burdens which an enlightened and benevolent community cannot be persuaded to relieve. We hope, however, that our western brethren will learn wisdom from our experience. If the State of Ohio would call six first rate preparatory schools, and then liberally endow the remaining four as colleges, we think she would reap much benefit, and the cause of western learning would not be injured.

4. We may mention as another cause of the evil in question, the general impression that large endowments are not desirable. It is supposed that wealth in a college produces idleness and inefficiency on the part of the teachers, or that permanent funds, as in some other cases, may be of doubtful utility. It is readily conceded, that an institution may become inert by a too great influx of funds, though we do not think that our American Colleges are in special danger, at present, from this cause. Without permanent foundations, how can professors be supported? By tuition, it is replied. Then they lay a heavy burden on the middling and poorer classes in society, who wish to educate their sons. And in case of a serious falling off, in the number of students, (and all Colleges are exposed to seasons of depression and embarrassment,) you must either so augment your tuition-money as to exclude poor students altogether, or dismiss a part of your professors; or, in other words, become an academy, and suspend operations. Some permanent foundations are indispensable. They cannot fulfil the objects of their establishment without them. If there are dangers connected with permanent funds, they must be met. It is idle to attempt to conduct a college or Seminary which is undenominational, while there are a dozen rival institutions at your doors, (for the rail-ways are bringing most of the New England colleges close together), that are willing to profit by your feebleness and embarrassments.

There is, doubtless, a true medium between poverty and excessive wealth. Every College and every Seminary needs buildings, a good library (with provision for its gradual augmentation,) and adequate scientific apparatus, etc. according to the nature of the institution. There should also be, foundations for the support of a part of the officers, some funds for the aid of deserving and needy students, and a respectable contingent fund to be applied as exigencies may arise. Moderate tuition-bills may be depended on, for the balance of money which may be necessary. If, on such an arrangement, College-professors and tutors become languid and inefficient, then dismiss them, and get true scholars in their place. If a teacher cannot find motive enough to labor, in his own reputation, in promoting the welfare of the college, in meeting the solemn trusts which many anxious parents are reposing in him, and in his obligations to God and a dying world, then he is unfit for his station, and should be compelled to leave it. If he cannot be stimulated to labor and study, except from pecuniary considerations, he is certainly not called to take upon himself the business of a teacher.

DECLINE OF DOCTRINAL PREACHING. The editor of the "Congregational Journal" attributes this acknowledged "decline," 1. To the modern course of theological education—it being more extensive than that pursued by our fathers, under the private tuition of some able pastor, limited to metaphysics and doctrinal theology. 2. To the measures, which for some years have been pursued, to secure direct results from the preaching of the gospel—presenting certain classes of truths prominently, to the neglect of others, and addressing the passions rather than the judgment and the conscience—substituting declamation for preaching—excitement for argument, and sound for sense. 3. The unions of Christians of different denominations, in various associations, and on various occasions of benevolence "are formed on the principle of excluding the distinguishing doctrines of the gospel, both from their pub-

lications, and discussions at public meetings." He is far from condemning Theological Seminaries, or the union of different denominations in the American Tract and Education Societies and the Sabbath School Union—but very properly points out a great "attendant evil," on which the eye of the Christian public ought to be turned, and for which if possible, a remedy ought to be found. Had we room, the whole article should be placed on our columns.

That the doctrinal preaching of other days has very much declined, there can be no doubt; nor more is it to be doubted, that some of the true causes of the fact, are here developed. Others might probably be named with equal justness. We care not now to mention them, though in a full discussion of the subject they could not escape attention. But, the decline is an evil—a sore evil, and one that demands great searching of heart both among ministers and laymen, as well as a thorough examination of the causes that have led to it. It is a fact, that few or none of the recent members of our churches are well grounded in the faith they profess—at least, they are little acquainted with the arguments by which it is defended, and consequently liable to be driven about by every wind of doctrine, and founded on the shoals of error, at every turn. A doctrinal sermon is a rarity; so much so, that it creates surprise in any of our congregations to hear it from any lips, and especially from any lips but those of an octogenarian. Not that doctrines are entirely overlooked either; but they are not formally and thoroughly discussed; they are not insisted on as bearing a vital relation to pure religion; and little is known of them beyond the names they bear—names that make no man either the wiser or the better.

CROOKED DISCIPLES.

Curved or wavering lines may be essential to natural beauty, as some philosophers have asserted; but this is not true respecting the beauty of moral character. Moral beauty is always connected with the idea of straight, unbending conformity to the great and unchangeable rule of moral conduct, which is the will of God.

There are such beings in our world as are named at the head of this article. They would be beautiful objects, and some of them very beautiful, if the moral curve was as graceful as the natural. But it is not. A curve in moral character is a blemish—and is bad for the gracefulness of the soul, as a curve of the spine is for that of the body.

There are divers kinds of crooked disciples.

1. Those who are only occasionally crooked.

There was here and there a curve even in the ancient worthies. Patriarchs, prophets and apostles, have not sustained a perfect parallel with the great and Eternal Rule. And a record has been made of their curvatures, for this end among others, that we may see how unlovely any instance of crookedness appears in connexion with what is uniformly straight and beautiful.

We see in our days instances of temporary crookedness. Here is a case or two of passion in a year—there a case of vanity and pride at long intervals—and further on, a case of murmuring and discontent occurring after intervening months. True the curve did not last long. All was straight again directly. Yet it lasted long enough to be seen. The beautiful symmetry of Christian character was broken. The calm surface of the plough lake was disturbed. The parallel with truth and duty was indeed soon again resumed, but not all at once had the opportunity of witnessing the straight for the five years, has been \$1,544.61—making the average expense of each pupil about \$12; and in no other way could the same sum have been so advantageously expended.

The first year of the Society's operations, they contented themselves with almsgiving. The inability of this course soon became apparent, and since then, limited relief only has been administered in this way, to those not quite able to support themselves. The money thus bestowed for 8 years is a trifile more than \$200 per annum. For seven years, work has been furnished to the poor females belonging to the families of seamen—about 300 in all; and \$9,649, 10 have been paid to them in wages. A free school has been opened for five years, for the daughters of Seamen; during that time, about 150 pupils have entered—average attendance the past year 35. The whole expense of supporting the school for the five years, has been \$1,544.61—and in no other way could the same sum have been so advantageously expended.

The "Mariner's House," opened about four years since by the "Boston Port Society," has for two years and five months been placed entirely under the care and management of Rev. Mr. Taylor, and his Society. The whole number of boarders received during the year, is 628. These with scarce an exception, have proved themselves worthy of the privileges of the House, devoting their leisure to the reading of books and newspapers. They have taken a deep interest in the religious order and services of the House. A number of them, instead of spending their time as they used to do, have attended school for two months or more, paying their board and tuition themselves. The whole number that have entered the House in two years and five months, is 1660. Expenses have exceeded the amount received for board, \$2044, including donations to sick and destitute seamen.

But though the Society has distributed more than it has received, it has yet accumulated.

How? By giving work instead of money, in charity.

The men have been earned by them—its worth has been received back in needlework, which has been sold.

Every thing is going on well."

"The favor of the public has never failed, nor have funds ever been deficient."

A considerable stock of goods and garments is on hand—sufficient ready money in the treasury for present use, and thousands in expectation.

"We owe nothing," except gratitude to the Most High.

THE UNIONISTS.

One man entered a boat to go in pursuit of a whale; the first stroke with the oar severed the sleeve from his new shirt, leaving the shoulder to be blistered under a tropical sun before he returned to the ship.

"Our sympathy was also excited by the wives and families of seamen; many of whom were found dependent upon their needles for their support. The very low prices given for their work, with the manner in which they were compensated, was such as to keep them depressed in every way. They were obliged to take their payment from the stores—often in articles useless to their families; these must be exchanged at the grocer's, thus regularly losing some percentage upon every garment made."

To prevent these cruel impositions upon seamen and their families is the chief object of this Institution—its clothing store has been opened, where every article wanted, can be obtained of the best materials and best workmanship, and the preparation of which affords employment to numbers who must have greatly suffered without it. Applicants for work have flocked to the shop where the garments are cut, and have been furnished with the means of obtaining the necessities of life. Near ten thousand garments have been made, and more than four thousand dollars have been paid for making them. Many a family pinning in want and many a friendless wanderer has thus been relieved. Many a hardy son of the ocean, as he has been floating on the mountain wave, has had occasion to remember the offices of love performed by this Society, while his suffering loved ones at home have felt the worth of its munificence. We think this institution an honor to the place of its location, and its enterprising and benevolent members worthy the high regard and efficient aid of all who love to benefit the followers of the seas.

AID TO SEAMEN.

We have before us the eighth and last annual Report of the Seaman's Aid Society, of Boston, written by Mrs. S. J. Hale, and read at the annual meeting, Jan. 8, 1841.

The Society is composed of ladies; and their object is, 1. To assist in relieving the sick and disabled seamen, and their suffering families; 2. To afford aid and encouragement to the poor and industrious females, belonging to the families of seamen; 3. To co-operate in the exertions of the Boston Port Society for promoting the education of seamen children, and improving the condition and character of seamen and their families.

The first year of the Society's operations, they contented themselves with almsgiving. The inability of this course soon became apparent, and since then, limited relief only has been administered in this way, to those not quite able to support themselves. The money thus bestowed for 8 years is a trifile more than \$200 per annum. For seven years, work has been furnished to the poor females belonging to the families of seamen—about 300 in all; and \$9,649, 10 have been paid to them in wages. A free school has been opened for five years, for the daughters of Seamen; during that time, about 150 pupils have entered—average attendance the past year 35. The whole expense of supporting the school for the five years, has been \$1,544.61—and in no other way could the same sum have been so advantageously expended.

This discourse is founded on Gal. 5: 13. "For brethren, ye have been called unto liberty; but use not liberty for an occasion to the flesh, but by love serve one another."

Its object is, to defend the cause of the Beast of the Beast.

This discourse is founded on Gal. 5: 13. "For

to enter with the intention of completing a full course. The terms of admission are essentially the same as at Andover. The annual term of study commences the third Wednesday in Sept., and continues 40 weeks, closing with a thorough examination, the second Wednesday in June.

The Library contains 10,000 volumes, treated with great care in Europe by one of the Professors. Every student is expected to labor three hours a day at some agricultural or mechanical business, for which, accommodations are provided. No charge is made for Tuition. Room rent and incidental expenses amount to ten dollars a year.

Board is less than a dollar a week to any—and those assisted by the funds have it at 62 1/2 cents per week. Fuel and lights, from \$8 to \$12.

JUBILEE COLLEGE, ILL.

The preparatory department of this institution opened Jan. 1st, 1841. It is Episcopal in its denomination, and is under the charge of Bishop Chase. It is designed to be "a school of the Prophets—Ministers of the gospel are to be trained here." Those of all the liberal professions in the arts and sciences may be taught, provided "they are willing to be taught the religion of the God of Christians—Father, Son, and Holy Ghost—the Elohim—the Jehovah." The academic year is divided into two sessions of 20 weeks each. \$50 a session is charged for board and tuition, washing and lights, books and stationery.

METHODIST MISS. MEETING IN TEXAS.

At Rutersville recently, as we learn from Zion's Herald, Bishop Waugh and others addressed the people very effectively on the subject of missions. The Bishop with his five Colleagues, and Rev. Messrs. Sumner, Hord and Richardson, were made Life Members. After this one brother arose and pledged 1,107 acres of rich Brazos land, for which he had refused \$5 an acre. Two others, each 177 acres of excellent San Jacinto land; a third 160 acres; a fourth 500 acres; a fifth 300 acres; a sixth a lot of land in the town of Sabine. Another gave a horse; and others gave their names as annual subscribers, extending the list to 85 members. This was the first meeting of the Texas Conference Missionary Society.

NEW PUBLICATIONS.

A SERMON, delivered before His Excellency, Marcus Morton, Governor, His Honor, George Hull, Lieut. Governor, the Honorable Council and Legislature of Massachusetts, at the Annual Election, Jan. 6, 1841. By David Damon, Pastor of the Congregational Church in West Cambridge. pp. 34. Boston: Dutton & Wentworth.

This discourse is founded on Gal. 5: 13. "For brethren, ye have been called unto liberty; but use not liberty for an occasion to the flesh, but by love serve one another."

It is led to believe, from the unusual energy with which the Anti-Christian Missions of the Romish church are prosecuted—from the facility with which converts are made to a religion of mere ceremony—and from the political and persecuting character of Popery, that before the Millennium Popery will prevail over the world, slay the witnesses, triumph for three years and a half, and then receive in death blow. It may be so. These signs of the times are dark. And there are other signs of the same kind. But

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PASTOR ORDAINED.—On the day following the
above, Mr. Charles Duree was inducted into the
pastoral charge of the two churches of Sangerfield and
Abbot. Rev. Mr. Malby of Bangor, preached on
the occasion, selecting for his subject the right
division of the word of truth: "when all parts of it
are set forth in due proportion, it is harmonious,
blending sweetly in that one idea, *Redemption*."

Mrs. SMITH'S LECTURES ON UNIVERSALISM.—

These lectures have been twice delivered in this
city, and listened to with deep interest, by crowded
audiences. They are doubtless calculated to do
good, in warning the unwary, and in teaching
Christians the true character of a system which
combines all the elements of opposition to God,
with a scheme to quiet the consciences of the wicked.

The report which we made of the third lecture,
though containing facts of tremendous import,
furnishes but a feeble specimen of the whole.

It is rumored that amongst the honors to be dis-
pensed by her Majesty, on the christening, Mel-
bourne will be created a Marquis, and Lord Pal-
estine made Earl.

Admiral Stodrop has accepted the office of Gov-
ernor Greenwich Hospital.

Lord Cardigan has been arrested, on an indict-
ment, "for feloniously firing a pistol at Harvey
Garrett Phillips Tucket, with intent to murder or
do him some grievous bodily harm, contrary to
the statute in the case made and provided," or in other
words, for fighting a duel.

The London "Times" of Feb. 2, says: "the deliv-
eries of tea for home consumption increased last
week to 494,000 lbs. being rather a considerable
augmentation on the previous return. To-day the
market has been in a very dull state, and there has
not been the least alteration in prices."

London papers of the 3d state that the effect of the
receipt of the news from China on the Tea trade
was most disastrous. But the accounts are not
credited by the London papers generally, and as
no official despatches had been received in Eng-
land concerning them, the sudden gloom thrown
over the market is attributed to the panic.

A report was current in London on the 3d that
Chunon had been retaken by the Chinese, and that
two British ships had been burned.

Asley Cooper was severely ill, and the most
serious apprehensions respecting his recovery were
entertained by his friends.

About half past 10 o'clock on the morning of the
2d inst. one of the most destructive fires which has
occurred in London for some years past broke out in
the premises formerly belonging to the celebrated
Lockhart's, booksellers, in Finsbury place,
North Finsbury square, but since that period occupied
by Messrs. Painter, cabinet makers. Estimated
extent of damages, £25,000.

Rev. Dr. Lowell objected to the resolutions, not
because he was opposed to the voluntary system,
but because they do not make provisions for educating
it out. They do not go far enough. A employ-
ment according to the student's capacity would be a
criterion of the student's progress. By the resolu-
tions, those students who study Greek and Latin
three years, receive a diploma, which the worst as
well as the best scholar will receive. Another
reason why he wished the consideration of the sub-
ject to be postponed, was that a great many deci-
ded friends of the college were taken by surprise
when this system was brought forward, and had not
time to consider and state their objections.

Rev. Dr. Pieres remarked that the subject was
considered more than a year ago. If we placed the
same confidence in the Corporation with regard to
the loans, as we had done in reference to mathe-
matics, we can measure whether the system will
work well; if it does, we can approve, as we have
done in the case of mathematics.

Rev. Dr. Lowell moved that the subject be post-
poned a year.

Mr. Savage was opposed to the motion, because
the great majority of the Board had had sufficient
time to consider the matter. The corporation sub-
mitted the plan as to mathematics to this Board on
the 14th day of June, 1838. A Committee of this
Board reported in concurrence on the 2d of the
same month, only 14 days after. We have been go-
ing for two years and a half with this plan as applied
to mathematics, and will not extend its application
to other branches. In January, however, last, this subject
came before this Board, and was referred to a Committee. He was exceedingly glad that objections had been made, as they caused
an inquiry into the subject. If in one fortnight
a Committee acting on the plan as applied to mathe-
matics, concurred with the Corporation, will it be
said that we were too bash in acting, now upon a
matter which had been within the knowledge of
most of us one year.

Mr. S. had had a spite against Harvard College
for forty years, and had looked anxiously for the
time to be revenged. He was glad it had come.—
He had believed that the college were not en-
couraged to notice. But when he was very anxious
to study, he was not allowed to attend to, and he should go down to his grave not know-
ing a quarter as much as he ought.

One of the most distinguished Professors of the
College ever had, not had connected with the Univer-
sity, had made it a condition of accepting his Pro-
fessorship, that the study should be altogether vol-
untary, and they made as great progress. There
is now a part of the Senior class who pursue the
study of Greek and Latin, without being required.
May we not infer that many would volunteer,
under proper pro-tection?

There could be no excuse for indecision in the
College. If a student should select a course, he
thereby pledges himself to go through with it, else-
why is he in the College? Those who enter the
College will come better prepared, because the
standard of education will be raised.

Rev. Dr. Park said that this measure, be it ex-
cepted or not, has greatly divided the opinions
of the friends of the University. On his way to
the meeting he met three or four who were of opin-
ion that the measure deserved more consideration.
He was not opposed to allowing the students to
absent themselves under such circumstances, but
he was not able to give a reason for his opposition.

The question was taken on Dr. Lowell's motion
and it was lost.

Rev. Dr. Codman moved that the subject should
be postponed a week, with a view to make an
amendment, by which the election of studies should
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Rev. Dr. Channing hoped that this motion would
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POETRY.

For the Boston Recorder.

HEAVEN.
Hymn for the Vesper Orison.
 'Tis a land of the holiest joys—
 That land of bliss above;
 'Tis a land which no sin annoys,
 The land of perfect love.
 'Tis the tainting soul's resource
 In life's desert land and drear,
 Through all its toilsome course
 Of conflict, doubt and fear.
 There the beauty never fades,
 The fair is always fair,
 Corruption ne'er invades,
 Decay ne'er enters there.
 There the pure sky never lowers,
 Dreary clouds never roll,
 Storms cloud never shivers
 Its howling tempest round.
 No fear can e'er intrude
 On the rest of the peaceful shore,
 The spoiler's hand no rule
 Can then molest no more.
 Nor shall e'er depart
 From that holy spirit land,
 There every kindred heart
 Shall be joined in one home-band.
 And we lift our suppliant eyes,
 As around our shrine we bend,
 From the world where sorrows rise,
 To the world where sorrows end.
 May the God of that world of light
 Guard us, while here we roam,
 Redeem from sin's deep depth,
 And bring us to heaven our home.

Oxon.

EDUCATION.

From the New York Observer.

DR. HUMPHREY'S THOUGHTS ON COLLEGE EDUCATION.—NO. XIII.

*School keeping while in College.—Having in my last number spoken of the great extent to which the system of school teaching is now carried by the undergraduates in our public seminaries, the way is prepared to hear and consider what can be said in favor of it. We cannot suppose that it would ever have been adopted, or submitted to by so many respectable colleges, without strong and urgent reasons. These reasons, so far as they have occurred to my own mind, and as I have heard them urged by others, may be resolved into the *benefits received*, and the *good done*, by the teachers.*

First, the benefits which they themselves receive. These are *pecuniary and personal*. The *great* advantage is the money which they earn, and without which, it is alledged, it would be impossible for most of them to pay their bills, and go on with their studies. By teaching three months every winter, they can it is said, earn nearly as much, as they could in a year, if they had nothing else to do; and at the same time keep up with their classes.

"Now would you," say the advocates of this system, "would you cut off 1500 worthy young men, from so great a privilege? Consider what their circumstances are. They are poor; but they have talents, and they have an ardent desire to obtain a public education, for the sake of doing good. Under many discouragements, and by dint of effort and self-denial, they have paved their way thus far, and got into college. They wish to go on, and they are willing to do every thing in their power to help themselves. The schools are open and their services are wanted. They are willing to forego the pleasure of visiting their friends in vacation; to work while their companions play, and to study while they are asleep. It is true they must be absent a few weeks of term time; but this disadvantage will serve to make them the more industrious; and will if they are a little behind, when they return, they will soon bring up all arrears. Instead of being dissuaded from teaching, they ought not these excellent young men to be commended for their perseverance, and allowed to proceed?"

"Just look at the case, as it is, and consider the amount of their wages in a single year. Supposing the number of teachers, from all the colleges, be 1500, allowing them to teach three months, and estimating their compensation at \$15 per month, exclusive of board, the sum mounts up to \$87,500 in a single winter. A fraction short of \$300,000 in four years! What a vast saving! Or to view the matter upon a more limited scale—here are *fully* indigents in a given college, who are able and willing to keep school, and at the same time to keep up with their classes; and their earnings, clear of all expense, would, according to the above estimate, be at least \$2,250. Now shall these *fully* scholars, shall the whole *FIFTEEN HUNDRED* be sent back heart-broken to their fields and their shores, shall they be permitted to show what industry and perseverance can accomplish, with the indulgence of a few weeks absence from college in the season of school keeping?" Is not this an unanswerable argument in favor of the existing practice? Would it be right, to blast the hopes of the *fifteen hundred or two thousand* indigent students, who are now in college, most of whom, are looking forward to the ministry, and of the many thousands more who will hereafter be placed in the same circumstances—can it be right to blast all their hopes, by telling them, you must pursue your studies without these interruptions, or not pursue them at all?

This is the strong pecuniary argument, in favor of the existing system; and in presenting it, I have endeavored to give it all the weight in my power. If I knew how to make it stronger, I would. It certainly has great force; but like all other arguments, it may be subjected to the test of fair and candid scrutiny. It proceeds upon this broad alternative, that indigent and promising young men, who wish to obtain a liberal education, must either be allowed to keep school to support themselves, in part, while they are in college, or give up the hope at once, and turn their attention to other objects. But does this present the case just as it is? Does it necessarily follow, where a worthy individual is without funds, that if he is not permitted to teach, in term time, he cannot be educated? I think not. There are many cases, in which friends would step in and afford the needful aid, if no such indulgence were granted; and even now, instances are not wanting; in which they do come forward and say, "You want the whole four years for study; and although you are poor and might get leave of absence to teach, every winter, by entering some of the colleges, I choose to have you go to one where the classes are not broken up in this manner, and to advance you the money, which it would cost you so much precious time to earn."

The necessity for teaching while in college is very much diminished, too, by the assistance, which much the largest class of indigent students receive from our Education societies. The American Education Society, for example, advances to its beneficiaries, *twenty* dollars per quarter, or *eighty* dollars a year, that they may get a thorough classical education. Some of the colleges, moreover, afford very considerable aid to this class of young men, from funds expressly appropriated to that object. I am not so well acquainted with the state of other institutions, in this particular; but the interest of our Charity Fund, nearly pays the term bills of all our public institutions, so will be the learning and literature in the community.

To sum up our point, the next position I take is that our Colleges control our Seminaries and professional schools. The latter sends forth the child into the community to act its part. And, as it is its size, shape and character, so it will be ever afterwards, according to the natural course of mind as well as things. But, alas, however high the standard of the seminary, it must be brought down to meet the College. There are, it is true, examinations for admission into some our seminaries. But I believe it is more for the purpose of finding out what the candidate is, and ascertaining his deplorable condition so that afterwards they may know when to pity and "wink at ignorance" than a real trial for entrance. And, at this stage of their education, it is almost neces-

sary to sustain them without the avails of teaching; and in some cases may be true. It probably is true in many. But I think it deserves serious inquiry, whether students do not often *create* the very necessity which they plead; and whether in a pecuniary point of view, they might not get along just about as well, without keeping school in term time as with. If they were not allowed to teach, many would be more economical than they now are. They would be satisfied with plainer and cheaper board; would buy new garments more sparingly, and take better care of their clothing, and wear their coats, and hats, and boots longer. They would travel less in the public conveyances, and spend less for books, and do with less pocket money. Many a student purchases a new suit of clothes just as he is leaving for the school-room, which costs him his expected earnings; and which he would not have thought of getting, had he remained in college; besides which it should be remembered, that no student can dream as economically in the school, as he can in his study. This is a view of the subject, which I apprehend is not often taken; but which ought not to be overlooked in our present inquiries. I think I have known some beneficiaries, so to increase and graduate their expenses, in reliance upon their school earnings as to leave college as much in debt, as if by adopting a more rigid system of economy, they had pursued their studies without interruptions.

But suppose it should come to this, that if a student cannot be allowed to teach a part of the time, he must leave college? Does it follow that he must sell his classics and give up his education? Not at all. If it is money that he wants, let him go out a year and earn it, or let him borrow and earn it after he graduates. It is true it will put him back in his studies. He will be a year or two older when he enters on his profession. But what of that? It may be all the better for him on every account; and at any rate he will come out with *four years* education instead of *three*. But he will be discouraged, you say. Very well; if he has not energy and perseverance enough to sustain him under so trifling a disappointment, it will bear an argument, at least, whether he is worth educating at all. So far, then as want of funds compels undergraduates to go out three months every year to teach, they might, by staying out a year longer, or leaving a year to earn the money, or teaching afterward, obviate the necessity, and have the four years taught. But a poor fitting will be comparatively easy. All the time he has been in college, he will have been to such a degree as to leave him ill prepared for the work of a teacher. His *curriculum* will yet get into our infant schools, if the college standard comes down to it.

But if the standard of the seminary is controlled by the college, is there any thing that controls the college course? Yes, "Admission to college"! This is the grand regulator to all one's future. Let one be well fitted for entrance, and all that is wanting to him is time and application. Does it follow that he must sell his classics and give up his education? Not at all. If it is money that he wants, let him go out a year and earn it, or let him borrow and earn it after he graduates. It is true it will put him back in his studies. He will be a year or two older when he enters on his profession. But what of that? It may be all the better for him on every account; and at any rate he will come out with *four years* education instead of *three*. But he will be discouraged, you say. Very well; if he has not energy and perseverance enough to sustain him under so trifling a disappointment, it will bear an argument, at least, whether he is worth educating at all. So far, then as want of funds compels undergraduates to go out three months every year to teach, they might, by staying out a year longer, or leaving a year to earn the money, or teaching afterward, obviate the necessity, and have the four years taught. But a poor fitting will be comparatively easy. All the time he has been in college, he will have been to such a degree as to leave him ill prepared for the work of a teacher. His *curriculum* will yet get into our infant schools, if the college standard comes down to it.

Probably, as a general rule, it would be better to earn the money before entering college, than to break in upon the course for the purpose after commencing it. Let us suppose for argument's sake that it should require two years longer instead of one, to lay up enough, so that with what aid he gets from others, he can sustain himself without teaching while he is in college; it need not ultimately diminish the number of ministers and other educated men at all. They would come into their professions a little later in life, which in a majority of cases, would be for their own and for the public advantage. Short as life is, there is nothing gained by hurrying over the preparatory stage of it, and assuming its highest responsibilities without the requisite qualifications. It is too much as if the husbandman were hastily to scratch over the surface of his field, instead of ploughing thoroughly, for the sake of sowing two or three days earlier.

The only other advantage which students can derive from teaching school, while they are in college, I have already hinted at. The experience and the knowledge of human nature, which may be gained by school-teaching, is exceedingly valuable; and if it could be gained in no other way, it would be of great service. Could we moreover have access to such men of science, they would tell us, *that not a single first principle should be omitted—that each and every one should be mastered*, Newton *knew how and why* to carry one for every term, and had he not known it, instead of penetrating so deeply into the hidden mysteries of his favorite science, he would have been himself the last of his ten figures—a cypher. In making his great attainments, equally important was every simple rudiment. In architecture, the want of a single brick in the arch will suffer the whole superstructure to fall to ruins. The disturbance of a single pebble by some deeply hidden vein of water in the earth, may serve to undermine one foundation stone, which rests upon it, and, this removed, others fall in, and thus a massive building may fall with one tremendous crash. At sight of such scenes, the eye is pained. And should not we be pained when we consider the downfall, the ruin of the intellectual progress of many a mighty mind because of the poor foundation upon which he was suffered to build? The interesting youth applies for admission to college, recommended as fit by the unit. His examiners pronounce the arch perfect, when they know the key-stone is wanting—or the foundation solid and sound, when here and there they see a stone left out, or badly laid or decayed. He commences building thereon. But his work is uneven, skewing, weak, constantly falling down. In his historical studies, he knows not the places alluded to, from his dearest in Geography. In his languages, he is deficient in some part of his grammar, and he cannot understand his lesson. In his mathematics, he cannot readily apply his simple arithmetical rules. Thus he goes on, constantly embarrassed, having no proper foundation laid for its more difficult and elevated parts. In his architectural studies, the arch perfect, when they know the key-stone is wanting—or the foundation solid and sound, when here and there they see a stone left out, or badly laid or decayed. He commences building thereon. But his work is uneven, skewing, weak, constantly falling down. In his historical studies, he knows not the places alluded to, from his dearest in Geography. In his languages, he is deficient in some part of his grammar, and he cannot understand his lesson. In his mathematics, he cannot readily apply his simple arithmetical rules. Thus he goes on, constantly embarrassed, having no proper foundation laid for its more difficult and elevated parts. 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